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ABSTRACT

The foreign language camps, operated by Virginia Tech since 1981, offer high school students a one-week foreign language experience in French, German, or Spanish. The camps bring together native speakers, high school students and teachers, and university students and faculty to experience learning situations similar to those encountered in a foreign country. The participants, staff, facilities, activities, schedule, and funding are described. Activities include conversation groups, folk singing and dancing, hiking, sports, drama, games, and films. Application forms, a sample syllabus, schedules, activity group materials, diplomas, evaluation forms, publicity materials, a teacher packet, and a proposed budget are appended. (Author/RW)

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Foreign Language Camps:
A Success Story

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ABSTRACT

Although Foreign Language Camps have operated for several decades in various parts of the United States, there is still a need for more regional camps that can provide high quality learning experiences in the target language at a cost that is within the reach of most families. The Foreign Language Camps at Virginia Tech have operated since 1981 in order to provide such a week-long experience in French, German, and Spanish. The Camps bring native speakers, high school students and teachers, and university faculty and students together to experience learning situations much like those they would encounter if they were to visit countries where the languages are spoken. This report describes the Camps in detail and provides instructional and organizational information for readers who may wish to establish their own Foreign Language Camps.

Introduction

The Department of Foreign Languages and Literatures at Virginia Tech offers a one-week summer camp experience in French, German and Spanish, held on the campus in Blacksburg, Va. The Foreign Language Camps provide an informal environment in which high school students, ages 13-17, may acquire greater fluency in the language they study in school. All students have at least one year of language study, and some have four or five years of study. The Camps provide experiences that are appropriate to the student's level of language expertise, and challenge students in language activities slightly beyond their current level.

Origins and Purpose

The Camps were initiated in 1981, and grew out of an interest expressed by high school teachers in southwest Virginia at an inservice class entitled "Updating the Foreign Language Classroom," taught by Dr. Kathy Heilenman, Assistant Professor in the Department of Foreign Languages and Literatures. Dr. Herman K. Doswald, Head of the Department, had experience in such camps at the University of Kansas and provided complete financial and inspirational support for the Camps. The first Camps operated in the summer of 1981, with Dr. Heilenman as Director. In 1982 Dr.

Judith Shrum directed the camps and Dr. Heilenman assisted. Beginning in 1983 the camps will be directed by Dr. Shrum.

Since their inception, the camps have had a twofold purpose:

1. To provide informal task-oriented opportunities for interaction in the target language for high school students, high school teachers, university faculty, and native speakers;
2. To provide these opportunities at a cost that is within the reach of nearly all Virginia foreign language students.

One of the hoped-for effects of the Camps is that the enthusiasm for foreign language study and the sense of its reality be carried back to the high school and university classroom, and that native speakers of the target-language and native speakers of English learn to appreciate each other as individuals and as members of a particular cultural-linguistic group.

Participants

Campers. An average of 140 high school students from all over Virginia and nearby states participate in the Camps. Generally, 49% of the campers are French students, 11% are German students, and 40% are Spanish students.

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Forty-five percent of the campers have studied one year of the target language, while 34% have studied two years, and 21% have studied three or more years. The age group most frequently represented at the camps is 13-15 years, and most campers are female.

Campers are selected on a space availability basis. In January, high schools receive camp applications (Appendix A) and information. Early completion of the application and a nonrefundable deposit ensure the applicant of a place in the Camps. All campers must have the recommendation of their foreign language teacher, permission of their parent(s) or guardian(s), and at least one year of study in the language for which they enroll in the Camps.

Loyalty to the Camps develops among campers who attend in consecutive summers. The junior counselor position was devised in order to accommodate campers who ask about ways they can continue to work with the Camps once they are 17 years of age or older. Requirements are that the applicant must be at least 17 years of age, have three or more years of language study, and have a good record as a former camper. The junior counselors are considered semi-staff campers in that they pay the regular fee, but they arrive two-and-a-half days before the other campers to participate in the staff planning days. Their expenses for those days are met by the Camps, and the junior counselors thus may

take advantage of the added target-language interaction among staff.

Staff

University Students. Student counselors are university students in their third and fourth years of university-level language study. Six to ten student counselors work with the Camps as assistant leaders of conversation groups or activity groups. University students often hold dormitory counselor positions, or direct the sports program for the Camps. As part of their duties, university students must develop and implement instructional plans in cooperation with the Camp Director, the native speakers, and the high school teachers. Often these students have had experience abroad or are native or near-native speakers, so that they can serve as resource persons for campers. They also know the University well, and can assist high school teachers and native speakers with problems in locating facilities and resources on campus. Their greatest contribution to the Camps is that they provide realistic role models, not too far removed in age, for the campers. A week interacting with a university junior or senior who demonstrates moderate fluency in and enthusiasm for the target language can have a considerable influence on career and study choices of high-school-aged campers.

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Student counselors are selected on the basis of a Staff Application (Appendix B), an interview with the Camp Director, and on the verbal recommendation of their University language professor(s). Student counselors are hand-picked for their enthusiasm for language study in general and camp participation in particular, their willingness to work with youngsters and most importantly, for their advanced ability in the target language. Student counselors are rewarded for their efforts with three credits earned in a senior-level Field Studies course. Through the cooperative efforts of the Department of Foreign Language and Literatures and the Division of Curriculum and Instruction, earned credit can be applied to the major and minor programs of study in both the College of Arts and Sciences and the College of Education. A sample syllabus for the course appears in Appendix C.

High School Teachers

Six to ten high school teachers participate in the Camps each year. Teachers are selected on the basis of a Staff Application (Appendix B), or the verbal recommendation of their principal or foreign language supervisor, and on the basis of an interview with the Camp Director (sometimes by telephone). High School teachers serve as counselors and live in the dormitory with the campers. They bear the

primary responsibility for preparation and implementation of instructional plans for conversation groups and activity groups. Once their level of language expertise has been determined, they work with the Camp Director to plan daily events in the conversation groups. In addition, they provide learning experiences for campers in an activity where they have special knowledge or preparation. For example, a teacher who likes French cuisine will plan daily experiences for students in the Cuisine activity group. Experiences might include vocabulary enrichment through recipe selection, a shopping trip, actual preparation of meals and dining. Teachers are given a budget amount when their activity group is assigned to them and the Camp Director works closely with them as they plan their daily activities to ensure meaningful learning experiences for campers. The teachers may be assisted by a student counselor and each has a native speaker assistant. Focusing on the task of teaching a cuisine unit leads to more natural target language interaction among the native speaker, the teacher, and the student counselor.

Teachers also assume supervisory duties during all hours of the Camp day. A relaxed environment changes the usual "supervision" into "accompaniment" as campers and teacher-counelors, students and native speakers all enjoy each others' company and work together in the target

language. For instance, the teacher-counselor who supervises the volleyball tournaments is far more than a supervisor. He plays on a camper team, he stoves his fingers as do other team members. He, too, complains about missed shots in the target language. These are experiences beyond the second-language classroom for the campers as well as the teacher. Nevertheless, certain elements of these experiences can be carried back to the classroom by inventive, enthusiastic teachers and campers.

The rewards for teachers who participate in the Camps are tangible and intangible. Among the intangible rewards are the friendships formed with native speakers, university faculty and students, and campers. They have seen how campers blossom in their confidence to use the target language, and have a new tolerance for errors for the sake of communication. They have increased their own confidence in their language skills, and can encourage student efforts to communicate. They have experienced that magic time of realization that they've been speaking French all day without batting an eye. These rewards are nearly impossible to measure, but sure to improve the quality of that teacher's language classes.

Tangible rewards are most specifically the three noncollege inservice recertification credits earned. Teachers pay a minimal $40.00 processing fee for instruction

and processing of credits. Forms used to obtain credit are in Appendix D. A second tangible reward for teachers is their room and board, which is provided by the Camps for the duration of the Camps and the precamp session.

Native Speakers. Native speakers generally live in the Blacksburg area, and are students or spouses of students at Virginia Tech. Some have been visitors to the United States who accepted the opportunity to get to know some American high school students and Camp staff, and to earn some money. Native speakers need not be exclusively from France, Germany, or Spain, but may be from Zaire, Switzerland, Colombia, or other countries where the target language is spoken. Native speakers are paid a salary of $200 for full participation in the Camps--ten days from 8 AM to 9 PM. A ratio of 1:15 native speaker to campers provides adequate interaction opportunity.

The native speakers are the crucial element in the success of the Camps. They share duties of planning and implementing daily events in conversation groups and activity groups. They are living reference sources for teachers and other staff on all topics from linguistics to children's games. They converse readily with staff and campers, and they must be involved in every aspect of the camp activities. Occasionally, they bring their native-speaking friends with them for evening soccer tournaments

and films. These are the people who make French, German, and Spanish come alive for the campers.

Native speakers are selected on the basis of the Staff Application (Appendix B), and an interview with the Camp Director. Qualities sought are warmth of personality, interest and experience in working with high-school-aged youths, an eagerness to share their culture and language, and a high tolerance for error in pursuit of communication. Whenever possible, native-speaker language capabilities are sought in other staff, e.g. student counselors or high school teachers. Experience has illustrated that the active involvement of native speakers provides richer opportunities for language learning.

Teachers, native speakers, and student counselors arrive at the Camps two and a half days before the campers arrive. During this time they plan the last-minute details of the camps, preview films, set up the dormitory, and get to know each other. This is a period in which the staff learn of each others' strengths and how best to help one another. When the campers arrive, they have already begun to work together to accomplish significant tasks.

What Goes On

The Facilities. The Foreign Language campers are all housed in a dormitory on the Virginia Tech campus, and are separated by sex, and by language. Lobby areas are used for

general camp meetings and for activity groups. Kitchenettes in the dormitory are used for cuisine activity groups. The dormitory study lounges are labeled "language rooms" for each camp and contain such things as games, records, posters, tapes, slide projectors, tape recorders, scissors, magic markers, magazines in the target language, candy made in France, Germany and Spain. Students gather in the language rooms for after-hours conversation and games in the target language. All conversation groups and most activity groups are held in the dormitory. Everything in the dormitories is labeled in all three languages -- doorknobs, mirrors, push-buttons on elevators, etc.

The events. The Camp week consists of arrival and check-in on Sunday, regular camp "classes" on Monday through Friday, a Kermesse carnival on Saturday afternoon, an awards/fun show Saturday night, and departure Sunday morning. A log format here facilitates explanation of the events.

Sunday, opening day (Appendix E). Students arrive from noon until 2:00 PM. They are met outside the dormitory by a counselor who shows the parents where to park and asks "Which language?" When the camper answers, one of the waiting counselors who speak the indicated language greets the camper, asks her/his name, and escorts the student into the dorm lobby for registration. Tee-shirts are provided by

the Camps and campers must identify themselves and request a shirt by size in the target language. Next, a counselor escorts the campers to their rooms and helps with luggage.

At 2:00 PM parents and campers meet in the lobby for welcoming remarks by the Director, introductions to Camp Staff, and a delineation of basic rules. After the parents depart, the counselors and native speakers conduct one-hour Campus Tours in the target language. Upon their return to the dormitory, ice-breakers and get-acquainted activities are conducted. Campers then have a few minutes to change clothes if they wish before going to dinner in the nearby dining hall.

After dinner there is an all-camp meeting to give students their schedules for the week, explain expectations, and give announcements. Curfew is at 11 PM and students must be in their rooms with lights out or in the language rooms.

Monday through Friday -- Conversation Groups. This is the most important event of a camper's learning experience. A teacher, assisted by a native speaker or a student counselor, leads students in conversation topics that are of interest to the students' lives. Teachers select relevant contexts and encourage students to: 1) say something that conveys information that is not obvious; 2) say something about themselves or someone they know; 3) express their own

opinions; 4) be more concerned about expressing their thoughts in the target language than about mistakes. These groups are small (5-8 campers), specific to language level, and encourage participation and fun for all campers. Sample topics are:

> Beginning Level: What are three things you like most about your friends (or the people at Camp) and explain why.
>
> Advanced: Your rented car has run out of gas and you have walked four miles to a gas station in France (Germany or Spain), but you were so upset about running out of gas that you left your money in the car. You must convince the owner to trust you to take some gas to your car so you can drive back and pay him; or, describe the funniest thing that ever happened to you.

Monday through Friday -- The Activity Groups. The next "class" is an activity group: folk dancing, folk singing, cooking, arts and crafts, hiking, drama, microcomputers, quiet games, newspaper, tennis, or soccer. Each camper elects three activity groups that last one and one-half hours each. One is in the morning, and two more are in the afternoon. All activity groups are conducted in each of the languages. The size of the activity groups varies according to the activity, facilities and resources. Folk singing, for example, can have as many as 25 campers while cooking must be limited to a maximum of eight campers. Crucial elements of each activity are camper participation and use

of the target language. Brief descriptions of the activities follow.

Folk dancing: Campers learn a dance each day. Inexpensive costumes have been assembled by Camp staff. The folk-dance counselor communicates with campers in advance and encourages campers to bring readily available elements of costumes, e.g. white shirts, black slacks or skirts, red scarves. Music is provided on tape by the Department of Foreign Languages and Literatures and from the counselors' personal collections.

Folk singing: Campers learn at least three songs per day, and usually perform two or three selections at the awards/fun show on Saturday evening. This activity group frequently shares resources with the folk-dancing or the hiking group.

Hiking: Campers learn songs and practice story-telling techniques to pass time while hiking. They also learn places where hiking is done in countries where the target language is spoken. Vocabulary for equipment, hiking rules for behavior, and how to read trail signs are also important components of this activity. Campers take small hikes within walking distance of the Virginia Tech campus, and travel by van for two half-day hikes in the nearby Jefferson National Forest.

Arts and Crafts: Campers learn the vocabulary associated with the construction of hand-made items such as eyes-of-god, kiosks, pinatas, yarn painting, and bread-dough figurines. Each activity in this group must be some art or craft that is common in the country where the target language is spoken. The combination of target-language instruction and demonstration is an effective means of teaching. Campers describe their own actions and ask questions about how to accomplish parts of the tasks in the target language.

Drama: Campers produce two short plays, one that is commercially available and selected by the counselor in advance, and one that they write themselves during Camp. One of these productions is part of the Saturday evening show. A review of the plays forms the basis for an article in the Camp newspaper. Campers also make their own props and may work with the arts and crafts activity group to produce backdrops, etc.

Microcomputers: Ten to fifteen campers in each language receive two hours of machine familiarization and explore software for French, German, and Spanish.

Quiet Games: Commercially available games like Loto and Mille Bornes have been purchased for the French, German and Spanish Camps. Learning how to read directions and play the games is the object of this activity group. In

addition, campers learn expressions like "It's your turn" and ways to object to a move or how to congratulate a player.

Newspaper: Campers conduct interviews, take photos, and make drawings that are incorporated in the newspaper for each language camp. They write articles, lay out the paper, type it, and reproduce it in time for distribution at the Saturday evening show.

Tennis: Campers learn vocabulary for the tennis courts, equipment, and scoring. They learn about famous tennis players who speak the target language and they play tennis in French, German, or Spanish with appropriate expressions that facilitate participation in the game. Sample materials for the tennis activity group appear in Appendix F.

Soccer: In this activity group, campers learn vocabulary for the soccer field, equipment, team members, and strategies for play. They learn about good soccer teams and players in target language countries and they practice skills to make them better players. There is a soccer game each evening leading to play-offs between the French Camp, German Camp, and Spanish Camp. All campers may play in the evening games but the members of this activity group have a greater level of expertise and serve as semi-coaches during the evening games.

Recreation. Planned recreation consists of the evening soccer games in which each language camp enters at least one team to compete against the other language camps. When "Peru" plays "Mexico," the target language on the field is consistently Spanish, but when "Peru" plays "Belgique," the mixture of French and Spanish creates some amusing encounters. The purpose of this activity is to provide an opportunity for physical exercise and, lamentably, use of the target languages is often less than desired. The soccer activity group described above is an effort to increase the amount of target language used during the soccer games and tournament.

Some campers prefer to play other sports than soccer, so volleyball, frisbee, frisbee-golf, ultimate frisbee, and softball are also available during the soccer games. Some students do not wish to actually participate in a sport, but are wonderful cheering sections for the teams that are playing.

Unplanned recreation activities include swimming in the University pool. Campers generally have about an hour of free time daily to go to the pool, or the University bookstore, local shops, or the student center.

Evening activities. Besides the planned soccer games, campers attend an evening program that varies by language. At least two evenings are dedicated to foreign films.

Campers in German, for example, see a film in German without subtitles on two evenings; one film is appropriate for beginning campers, and one film for advanced campers. The University Film Series features international films during the week of the Camps Campers sell and purchase foreign candy during the films also. All sales must be conducted in the target language. On other evenings, campers hear guest speakers describe bicycling tours of France, for example, or see slides of Chile, Peru, and Argentina, or view videotapes of television programs in France, Germany, or Spain.

In the event that injuries occur during these activities, the University Health Service provides medical care that is paid for through the Camp insurance. A medical form signed by campers' parent(s) and physician must be on file to alert camp staff and medical personnel of any physical conditions requiring attention.

Kermesse. On Saturday morning, campers prepare the booths that will be set up for Saturday afternoon's carnival, or Kermesse. Booths include typically North American Carnival events like a sponge-throw (counselors as targets), egg toss, sack races. Other events are from the target cultures: dancing contests with tomatoes held between the partners' foreheads, or leading blindfolded fellow campers through a maze using only the target language. A costume contest is held and pinatas made during the week are

broken. Cooking and crafts activity groups sell their products for "play" currency of the target countries.

During the Kermesse, staff also judge the labeling contest. Campers have been labeling items in the target languages in their rooms all week in anticipation of the prize to be awarded at the Awards/Fun Show for the room with the most items labeled.

Awards/Fun Show. Campers and counselors coordinate this presentation of skits, songs, and talent. Parents and other dignitaries are invited to attend this event that provides an opportunity for all three language groups to share with each other the most salient of their week's activities. During the week campers have experienced situations and personalities that they portray in humorous ways at the show. Products made by activity groups can be displayed. Camp staff present students with certificates for "Most Improved" and "Best Participation" at beginning, intermediate, and advanced levels for all three languages. The labeling awards are also presented. Awards consist of realia from target countries such as patches, small ceramic items, key chains, etc. Campers present awards to counselors for funny categories such as "Best Sponge Target." Each camper receives a diploma (Appendix G) at this time and completes an evaluation form for the language camp in which s/he participated (Appendix H).

Sunday. Campers must clean their rooms for inspection, turn in their keys to their counselor, and depart by 12:00 noon. If parents so request in person, campers may depart with their parents Saturday evening after the Awards/Fun Show. Camp staff remain on campus until 2:00 p.m. to clean up the dormitory and return materials and equipment to the Department of Foreign Languages and Literatures.

Chronology

The first key to a successful Foreign Language Camp is personnel who speak the target language with ease and encourage campers to do likewise. The second key to success is planning. The following chronology is presented as a guide of what to do when planning a Foreign Language Camp.

October	(Year Preceding the Camp) Send out an announcement of the planned Camps (Appendix I). Attend conferences to publicize Camps, leave announcements in prominent places.
January	(of the year of the Camp) Mail a teacher packet (Appendix J) to each high school foreign language chairperson in the state and to those people who have written or phoned requesting materials.
February	Order films, T-shirts, realia and prizes, request facilities and services such as rooms, board, playing fields, vans, and invite special speakers.
March-May	Assemble applications for staff positions and campers, select staff, assign staff to conversation and activity groups, work with staff to

	develop daily activities and lists of materials needed, select scholarship winners and inform them of selection, send acceptance or rejection packets to campers and staff (Appendix K), set up schedule.
June	Purchase supplies requested by staff, except for perishables, send campers last minute packet (Appendix L), assign rooms and roommates, assign campers to staff and activity groups. purchase nametags.
July	Make last minute purchases and staff arrangements.
July 28-31	Staff planning days -- meet three times daily for three hours each session to complete planning, decorate dorm, make menu posters.
July 31-August 7	Camps
August 7-15	Clean-up, prepare evaluation summaries to send to staff and appropriate authorities
September	Write letters of recommendation for staff and thank you letters to the appropriate persons.
October	Begin preparation for next year's Camp.

Finances. Funds for the operation of the Foreign Language Camps at Virginia Tech come from three sources: camper fees, anonymous scholarship funds, cost-sharing by the Department of Foreign Languages and Literatures and the Division of Curriculum and Instruction. Camper fees are $150.00 each and provide the main source of income for the Camps. This is a very low figure, and represents efforts to

keep the cost of Camp participation within the reach of as many Virginians as possible. In addition, ten one-hundred dollar scholarships of two types are available: reward/incentive and financial need. These two types of scholarships reflect the values held by Camp staff that excellence should be rewarded, and financial need should not limit the opportunities among foreign language students. The contributions of the Department of Foreign Languages and Literatures and the Division of Curriculum and Instruction are in the form of one-course released time for the Camp Director (who holds a joint appointment in the two departments) and shared costs of copying, telephone and some supplies. As the Camps become more established, it is expected that all costs will be covered by the income from camper fees. The 1983 proposed budget appears in Appendix M.

Summary

The Foreign Language Camps at Virginia Tech represent a major commitment to the promotion of excellence in foreign language study by high school students from Virginia and neighboring states. They provide an opportunity for high school students, teachers, university faculty and students, and native speakers to interact in informal settings where use of the target language can occur naturally and easily.

Perhaps the best summary for a report as long and detailed as this are the statements of the campers: I really had a *great* time here. I really learned a lot. The camp really helped me with my speaking and understanding French. I especially enjoyed being able to converse in French. The native speakers were a great help because they persisted to speak in *Francais*. I had a great time and I really think I improved my German.

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Appendices

A Camper Application

B Staff Application

C Sample Syllabus for Field Studies Course

D Teacher Credit Forms

E Opening and Closing Day Schedule

F Sample Tennis Activity Group Materials

G Diplomas

H Evaluation Form

I Announcement of Camps

J Teacher Packet

K Acceptance or Rejection Packet

L Last-minute Packet

M 1983 Proposed Foreign Language Camps Budget

Appendix A

1983 Date_____

CAMPER APPLICATION Return to: FL Camp
Dept. of For. Langs.
Virginia Tech
Blacksburg, VA 24061

Camper's Name _____

Address _____

_____ Home phone _____
(city) (state) (zip) (area code) (number)

Male_____ Female_____ Age as of July 1, 1983 _____

T-Shirt size: Small_____ Medium_____ Large_____

Language camp applying for: French ___ German___ Spanish ___

Prior experience with foreign languages:

School _____
(language) (amount of time)

Abroad _____

_____

In the home _____

_____

Teacher recommendation (to be signed by a present or former foreign language teacher) _____

A minimum $50 non-refundable deposit must accompany this application (make checks out to Treasurer, Va. Tech-Fl Camps), with the remaining balance due on or before June 1. Should a reservation need to be cancelled, a refund of all but the $50 deposit will be made until two weeks before camp begins. ALL APPLICATIONS SHOULD BE RECEIVED BEFORE MARCH 15, 1983.

$_____ deposit enclosed _____
(parent's/guardian's signature)

_____

_____

FOR ADMINISTRATIVE USE

Date Rec'd _____ Accepted _____
Deposit_____ Waiting List _____

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Appendix B

1983 Date_____

STAFF APPLICATION -- Foreign Language Camps at Virginia Tech

Name_____ Social Security No. _____

Address_____ Home Phone _____
(area code) (number)

_____ Work phone_____
(city) (state) (zip) (area code) (number)

School Division _____

Best time to contact at home_____
Best time to contact at work_____

Language(s) spoken _____
_____
(For each language, estimate your spoken ability: native speaker, very fluent, competent, need practice, serious difficulty.)

Work experience connected with either foreign languages or adolescents. List all applicable.

_____
_____
_____

Educational experience relevant to foreign language learning. Include formal study, residence/travel abroad, home experience, etc. Be as precise as possible.

_____
_____

Skills, hobbies, etc., that you would be able to contribute to the camp. Please be as precise as possible (sports, crafts, cooking, journalism, dramatics, etc.).

_____
_____

Any other information that might be relevant? _____
_____

Health_____ Physical limitations _____

I understand that if accepted as a teacher staff member for the Foreign Language Camps at Virginia Tech in 1983, I will be expected to be in residence from noon on July 28 to the late afternoon of August 7; that I will live in the dorms with the campers; that I will participate in the in-service training involved; and that I will contribute to camp activities to the best of my abilities. In partial return, I will receive room and board and three semester hours of noncollege, inservice credit (each teacher is responsible for processing forms through her/his own school division, but the Camps will provide the forms). I also understand that a $40 non-refundable fee will be due upon my acceptance.

Signed _____

Return by APRIL 1 to: Foreign Language Camps, Department of Foreign Languages, Virginia Tech, Blacksburg, Virginia 24061.

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Appendix C

SAMPLE SYLLABUS

FREN 4960

I. Description of Course:

The development of second-language skills requires interaction with native speakers. The informal setting of the Summer Foreign Language Camps at Virginia Tech is a rich environment for students to work with native speakers on a daily basis in creation and implementation of learning experiences in the target language for high-school-age campers.

Further, one of the best ways to broaden cultural horizons is to work with French native speakers. Study abroad programs, courses with native-speaking professors, and language clubs are useful to the student, but continued exposure to the target language and its speakers is difficult to maintain. This course offers students an additional opportunity to learn about the target culture and its people.

Having successfully completed this course, the student will be better able to converse with native speakers in informal settings; prepare and use high school materials in the teaching of activities such as the culinary arts; and cooperate with high school teachers, native speakers, and university professors in planning and conducting a learning experience for secondary students.

II. Pre-requisite:

To be arranged with Camp Director.

Session 1 - General explanation of Camps - purpose and procedures.
Identification of areas of expertise and interest that the student has and that may overlap with needs of Camps.
Suggestions for topics in conversation groups.
Student responsibilities delineated as: Level I conversation group co-leader, French folkdancing leader or co-leader

Assignment:

Review methodology literature (e.g., Freeman, G.R. 101+ Ways to Stimulate Conversation in a Foreign Language Class) to select at least ten conversational activities.
Review a high school French text to see what knowledge of French a first-year camper can be expected to have.

Session 2 - Presentation of Selected conversational strategies.
Suggestions for implementation.

Group Dynamics.

Assignment:

Research French folkdancing.
Read paper by Dr. Cecile E. Noble (mimeo).
Identify a dance from at least four provinces of France.
Locate music, steps, and background information for each dance, e.g. la Bourguignonne.
Design costumes that can be recreated inexpensively.

Session 3 - Report findings

Outline procedures and instructional materials to be used in the teaching of folkdancing and in the conversation group.

Assignment:

Complete research and instructional design.
Complete all materials to be reproduced (tapes, dittos).
Make list of equipment and supplies needed.

IV. Incamp Implementation:

Daily Monday through Friday (August 1 - 7).
Meet with conversation groups 9 - 10 a.m.
Meet with Activity Group I (Folk Dancing) 1:15 - 2:45 p.m.
Activity Group II (Folk Dancing) 1:15 - 2:45 p.m.
(If enrollment in this activity permits, the activity group will be offered twice daily to two different groups of campers.)
Evaluation of the day's activities and planning for next day 6:00 - 7:15 p.m.
Attend evening session (either films and speakers, or soccer tournaments in French) 7:30 - 9:00 p.m. or 9:00 - 11:00 p.m.

V. Postcamp Summarization:

Preparation of a formal 2500 word Practicum Report in French. This report will be evaluated by a faculty member who teaches French in the Department of Foreign Languages & Literatures.

Suggested format follow:

A. Introduction

Purpose of Camps
Purpose of this Field Study

B. Presentation of the Project

Description of steps followed in Precamp training
Description of Incamp Implementation
(May be in the form of a daily log.)
Evaluation of the project

C. Conclusion

Summary of the strengths and weaknesses of the project
Suggestions for improvement

D. Bibliography

E. Appendices (All instructional materials developed)

IV. Grading:

Precamp Training sessions and completion of assignments:	10%
Incamp Implementation:	65%
Postcamp Practicum Report:	25%
	100%

V. Credits:

3 credits (for this particular field activity).

VI. Recommended Sources:

Allen, Edward D. and Rebecca Valette. Classroom Techniques: Modern Languages and English as a Second Language. New York: Harcourt Brace Jovanovich, 1977. ix, 418 pp.

Bourque, Jane. The French Teenager. Detroit: University Publications, 1974. iii, 85pp.

Ladu, Tora Tuve. What Makes the French French. Detroit: University Publications, 1974, iv, 135 pp.

Freeman, G. Ronald. 101+ Ways to Stimulate Conversation in a Foreign Language Class. New York: ACTFL Materials Center, n.d. ii, 33pp.

Noble, Cecile E. Folk Dancing: A Cultural Tool. Richmond, VA: Virginia Commonwealth University, 1982. 6pp.

French I textbooks - available in SICL lab, Room 220 Gym.

Appendix D

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
PO BOX 6Q
RICHMOND, VIRGINIA 23216

APPLICATION FOR APPROVAL OF IN-SERVICE TRAINING
PROGRAMS NON-COLLEGE CREDIT
(See Attached Guidelines)

John Doe — Teacher

Gloucester County Schools — School Division

1. NAME AND TITLE OF PERSONS WHO WILL ADMINISTER THIS PROJECT:

   Dr. Judith L. Shrum, Assistant Professor of Curriculum & Instruction/ Foreign Languages and Literatures

2. NAME AND TITLE OF IMMEDIATE SUPERVISOR:

   Dr. Herman K. Doswald, Head, Department of Foreign Languages (VPI&SU)

3. PROJECT TITLE: *IN-SERVICE TRAINING -- FOREIGN LANGUAGE CAMPS AT VIRGINIA TECH*

4. PROJECT NUMBER: _____ (To be assigned by the Dept. of Education)

5. Number of Units *3* Based on Proposed *68* Hrs of Instruction

In accordance with the outline for Virginia's In-Service Training Programs Non-College Credit, adopted by the State Board of Education, I hereby, make application for approval of the attached program(s).

Date — Division Superintendent

FOR DEPARTMENT OF EDUCATION USE ONLY

Date — Approved — Director of Teacher Education

Date — Disapproved — Director of Teacher Education

(p1)wpc*sflcFMDx

Appendix D

Gloucester County Schools

School Division

A description of the proposed program must include the following (use separate sheets if needed):

PROJECT TITLE: *IN-SERVICE TRAINING -- FOREIGN LANGUAGE CAMPS AT VIRGINIA TECH*

1. List the areas of need for in-service programs.
   Secondary teachers of foreign languages do not generally have training in the operation of foreign language camps or other informal arrangements where the foreign language is spoken. They are, in general, unfamiliar with techniques of setting up situations in which the foreign languages can be used by students, and are in need of situations in which they themselves can practice the foreign language.

2. List the objectives of this proposed program.
   1. *To provide secondary foreign language teachers an opportunity to use the foreign language with native speakers, students, and University faculty.*
   2. *To assist them in creating situations in which the foreign language can be used freely.*

3. Number of persons who will participate in the program 10-15 (If fewer than fifteen or more than forty, please justify).
   Teachers will live in dormitories with high school students during a week long Foreign Language Camp. There are 130 students; 10 to 15 teachers is the maximum we can accommodate. Teachers will spend 4 days prior to the arrival of students in-service and 4 hrs./day in analysis and re-planning and further instruction.

4. Describe the program. Be sure to include planned amount of instruction time per session, the number of sessions per week (or month), the beginning and ending dates, and a brief outline of the program.
   The first session will be the evening of July 28, 3-5 p.m. and 6-10 p.m. The remaining sessions will be three four-hour sessions per day July 29 and 30. Students will arrive on July 31 and teachers will implement what they have learned daily, for 16 hours per day July 31 - August 7. Approximately one-fourth of the time spent from July 31 - August 7 will be spent in analysis, replanning and further instruction.

5. State the plans for evaluation of this project when completed.
   The project will be evaluated using a Likert scale survey of the participants and by a journal that will be kept by each participant.

6. Names and qualifications of consultants and/or instructors. (Indicate for each person such pertinent information as current employer, academic degrees, and experience.)
   Judith L. Shrum, Virginia Tech, Ph.D., Foreign Language Education, Assistant Professor of Spanish and French and Foreign Language Education

(p2)wpc*sflcFMDx

A LAND-GRANT UNIVERSITY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

College of Education
Division of Curriculum and Instruction

Blacksburg, Virginia 24061

September 22, 1983

Dear School Division Recertification Specialist:

This letter accompanies an application for approval of inservice noncollege credit at the Foreign Language Camps at Virginia Tech, July 28 - August 7, 1983. According to Ms. Joyce Maddra, a Teacher Certification Specialist with the Virginia State Department of Education, this application must be submitted by the teacher who wants to earn credit to his/her school division superintendent and by him or her to the State Department of Education.

Please allow me to highlight some of the benefits accruing to a teacher in your school division who participates in this inservice program. Primarily, fluency in the teacher's foreign language will improve. For twelve days teachers will hear French, German, or Spanish spoken by native speakers and people with near-native fluency. The Camps provide a pleasant environment in which new words and language forms are learned and used in natural ways.

Secondly, teachers from all over Virginia will share their expertise with each other in devising situations where foreign language can be used by themselves and their students. Furthermore, the Camps are directed by a specialist in foreign language teaching methodology who will share her knowledge. Finally, faculty from the Department of Foreign Languages and Literatures will share their language skills, cultural knowledge, and talents with participating teachers. What teachers learn at the Foreign Language Camps is directly applicable to the classroom.

On behalf of the teacher submitting this application to you for approval, I ask that you grant approval and hasten this application to the State Department of Education so that your teacher can rest assured that credit will be one more tangible reward for his/her experience at the Foreign Language Camps at Virginia Tech.

Cordially,

Judith L. Shrum
Camp Director and Instructor,
Curriculum and Instruction/
Foreign Languages and Literatures

JLS/lae

Appendix E

Foreign Language Camps

Opening and Closing Schedules
Sunday, July 31, 1983 -- Opening Day

12:00 noon - 2:00 p.m.	Arrival and Check-In, Slusher Tower
2:00 - 2:30 p.m.	Welcome, Slusher Tower Lobby
2:30 p.m.	Parents depart
3:00 p.m.	Campus Tours -- depart Slusher Tower Lobby
4:00 p.m.	Get acquainted -- Slusher Tower Lobby
5:00 - 6:00 p.m.	Dinner -- Dietrick Dining Hall
6:00 - 7:00 p.m.	Unpack, settle in
7:00 - 9:00 p.m.	Scheduling -- Slusher Tower Lobby

Sunday, August 7, 1983 -- Closing Day

9:00 - 12:00 noon	Pack your things, load your car, have your counselor check your room, turn in your key ($10.00 charge for keys not turned in!)

Bon Voyage!
Buen viaje!
Auf Wiedersehen!

wpc*sflcFME

Appendix F

Sample Tennis Activity Materials

LE TENNIS

by Lloyd Bishop

LE COURT DE TENNIS

- -

DIAGRAM GOES HERE.

- -

(p1)wpc*sflcFMF

Ou en est la partie?	What's the score?
Ou en est-on?	Where are we now? (What's the score?)
Le score est de 4 jeux contre 3	jeux= games
Le score est de 2 manches contre un	manche= un set
Elle mene 2 jeux a un	Elle mene= she leads
En ce moment je suis distance(e) 2 a 1	distance(e)= behind
(Le pointage est)	pointage= score (on points) The score is
15-zero	Fifteen-love
quinze-a	Fifteen to _____
quinze partout	Fifteen all
trente-quinze	Thirty-fifteen
trente-a	Thirty to _____
trente partout	Thirty all
egalite	Deuce
advantage dedans	advantage in
advantage service	advantage in
advantage dehors	advantage out
advantage relanceur	advantage out
balle de break	break point
balle de set	set point
balle de match	match point
Le bris d'egalite= le tie-break	tie-breaker
Il faut gagner par 2 points	It's necessary to win by 2 points
sauver la balle de match	sauver= detourner
un match nul	a tie game
un match tres serre	a very close game

(p2)wpc*sflcFMF

un match cherement dispute	a hard fought game
la balle est faute	faute= hors des limites= hors jeu
la balle etait juste!	juste= bonne
un let	a let
deux balles!	first serve
Il a marque un as!	He scored an ace!
bien joue!	well played!
un bel echange!	a good rally!
J'ai rate un coup facile!	I missed an easy shot!
C'etait un coup de chance!	= un coup de raccroc= a lucky shot
J'ai gagne!/Tu as perdu!	I won/You lost
s'entrainer	to train
J'ai besoin de m'exercer tous les jours.	I need to practice every day.
J'ai besoin de travailler mon service	I need to practice my serve.
mettre de l'effet sur la balle	to put spin on the ball
je suis rouille(e)	I am out of practice (rusty)
surclasser un adversaire	to outclass
une victoire/une defaite	a victory/a loss
jouer au tennis	to play tennis
taper quelque balles	to hit a few balls
Tu as un bon coup de raquette	You have a good swing.
le coup droit	the forehand
le coup droit a deux mains	the two-handed forehand
le revers	the backhand
un coup de revers	a backhand shot
Mon revers ne vaut rien.	My backhand is worthless.

(p3)wpc*sflcFMF

un revers croise	a crosscourt backhand
un smash	a smash
un passing-shot	a passing shot
un coup au-dessus de la tete	an overhead shot
un service a plat	a flat serve
un service a effet	a spin serve
un coup coupe= une balle coupee	a backspin shot
un coup lifte= une balle liftee (brossee or toppee)	a topspin shot
les coups au sol	the groundstrokes
un coup sans riposte	an unreturnable shot
lober la balle= lancer un lob	to lob
une chandelle= un lob	a lob
renvoyer la balle	to return the ball
un renvoi en profoundeur	a deep return
les balles ne rebondissent pas bien	the balls are not bouncing well
une volee	a volley
un amorti	a drop shot
C'est moi qui engage sur toi.	I'm serving to you.
ecraser la balle	to smash the ball
la raquette	the racquet
le talon	the stub
le panier	the face
le cadre (d'aluminium, de graphite)	the frame
(d'acier, de bois)	(steel, wood frame)
la poignee	the grip
le manche	the handle

(p4)wpc*sflcFMF

le cordage= les cordes	the strings
le boyau	the gut
le coeur du cordage	the soft spot
faire recorder une raquette	to have a racket restrung
elle est enfilee de nylon	it's strung with nylon
le filet	the net
monter au filet	to play the net
toucher le filet	to touch the net
courir (se ruer) vers le filet	to rush the net
l'elan	the swing
l'elan arriere	the back swing
l'elan avant	the front swing
l'elan du coup droit	the forehand swing
la cloture	the fence
le grillage	the fence
accompagner la balle	to follow through
l'accompagnement	the follow through
la prise du coup droit	the forehand grip
Tenez les yeux sur la balle!	Keep your eyes on the ball!
Tiens les genoux plies!	Keep your knees bent!
Il faut prendre des risques!	You've got to take chances!
un gaucher; une gauchere	a left-handed person
un drotier; une droitiere	a right-handed person
Je suis gaucher (gauchere).	I'm right-handed.
la crampe de tennis	tennis elbow
La balle etait hors de portee.	The ball was out of reach.
jouer serre	to play cautiously

(p5)wpc*sflcFMF

un service fort	a strong serve
un service erratique	an erratic serve
le bris de service	the service break
la tenue de tennis	the tennis outfit
une chemise	a shirt
un short	a pair of shorts
une jupe	a skirt
des chaussures	some shoes
des chaussettes	some socks
une casquette a visiere	a visor hat
le bandeau	the headband
des lunettes de soleil	some sunglasses
le court de tennis	the tennis court
en asphalte	asphalt
en beton	concrete
en gazon	grass
en terre battue	clay court
couvert (interieur)	indoor
un tournoi	a tournament
la finale	the final
la demi-finale	the semi-final
les quarts de finale	the quarter final
l'arbitre	the umpire
le juge de ligne, de filet	the line judge
un appel errone	a wrong call
le championnat	the championship
le simple messieurs	the mens' singles

(p6)wpc*sflcFMF

le double dames	ladies' doubles
le match a ete remis a cause de la pluie	was postponed
le remasseur (la ramasseuse) de balles	ballboy; ballgirl
le tournoi est patronne par Air France	sponsored by
le tableau d'affichage	the scoreboard
les gradins sont remplis	The stands are filled.
faire equipe avec	To team up with
un coequipier; un coequipiere	a teammate
le moniteur de tennis	the tennis instructor
l'entraineur	the coach

APPENDIX C

LE CAMP DE LANGUE FRANÇAISE

Confère ce diplôme à

---

en reconnaissance de sa participation.

Blacksburg, VA 6/82

Directrice

Directrice

DEUTSCHES LAGER

Verleiht das Diplom an

---

in Anerkennung Ihrer Teilnahme.

Blacksburg, VA 6/82

Direktorin 45

Direktorin 46

EL CAMPAMENTO DE ESPAÑOL

Confiere este diploma a

_____

en reconocimiento a su participación.

Blacksburg, VA 6/82

Directora

Directora

Appendix H

Virginia Tech
Foreign Language Camps Evaluation

Part I: All answers for this part must be on the OPSCAN forms. Please blacken the circle that corresponds to the response you choose.

(1) What was your role in the Camps?
1. camper
2. teacher
3. native speaker
4. junior counselor
5. university faculty
6. volunteer

(2) In which language camp did you participate here?
1. French
2. German
3. Spanish

(3) How many years of that language had you studied before you arrived at Camp?
1. one year
2. two years
3. three years
4. four years
5. five or more years

(4) How old are you?
1. 13
2. 14
3. 15
4. 16
5. 17
6. 18
7. 19 or older

(5) Which sex are you?
1. Female
2. Male

(6) How did you feel about the amount of organized or structured time versus the amount of free time?
1. not enough structured time
2. not enough free time
3. about right for both
4. too much structured time
5. too much free time

(7) How did you feel about the amount of French/German/Spanish used?
1. too little
2. about right
3. too much

For items 8-33, please use this scale:

1 = lousy
2 = could have been better
3 = OK
4 = OK+
5 = great
6 = not applicable

8. rooms
9. food service
10. registration
11. Kermesse
12. film: Alexandre
13. film: Don Quixote
14. film: German embassy
15. conversation group level I
16. conversation group level II
17. conversation group level III
18. cooking
19. folk songs
20. folk dances
21. hiking
22. microcomputers
23. quiet games
24. active games/sports
25. volleyball
26. soccer
27. drama
28. newspaper
29. arts and crafts
30. tennis
31. counselors
32. director
33. native speakers

Part II. Please write your comments on this sheet, not on the OPSCAN form.

What were the three worst things about the Camps?

34. _____

35. _____

36. _____

What were the three best things about the Camps?

37. _____

38. _____

39. _____

40. What should we change?

_____

_____

_____

41. What should we keep?

_____

_____

_____

42. Any other comments?

_____

_____

_____

(p3)sflcFMN

Announcing the
1983 Foreign Language Camps
at Virginia Tech

Dates: July 31-August 7, 1983

Place: Campus of Virginia Tech in Blacksburg, VA

Languages:
French
German
Spanish

Eligibility: High school students, age 13-17, who have had one year of language study

Program:

Conversation groups	Sports	Drama
Cooking	Computers	Folk dancing
Arts and Crafts	Films	Hiking

Instructors: Native Speakers of French, German, Spanish
High School Teachers, University Professors

Cost: $150.00 per person (Includes instruction, room, board, insurance, and a T-shirt)

Staff positions available:
Native speakers: ,any age or profession
Counselors: high school teachers
Junior Counselors: former campers, 18 yrs. or older, 3-4 years of language study

Details available from:
Judy Shrum, Camp Director
Department of Foreign Languages & Literatures
Virginia Tech
Blacksburg, VA 24061
703-961-5361
703-961-5537

Applications available Jan 15, 1983; due April 15, 1983

(p1)wpc*sflcFMI

Foreign Language Camps
Virginia Tech
Department of Foreign Languages and Literatures
Blacksburg, VA 24061

ADDRESSEE

(p2)wpc*sflcFMI

Appendix J

Junior Counselor Position

The 1983 Foreign Language Camps at Virginia Tech are pleased to announce 3 Junior Counselor positions (one each in French, German, and Spanish) for former campers. A description of the position follows:

> Junior Counselors arrive at noon on July 28. They will participate with native speakers, teachers and university faculty in the intensive preCamp planning. Interaction in the target language during this time is intensive and the Junior Counselor will have many opportunities to use the target language for real communication. Once other campers arrive, junior counselors will function as guides to new campers and assistants to staff.

Fees:

The Junior Counselor will pay the standard $150.00 camper fee for the week of Camp.

The Foreign Language Camps will pay for room and board for the period of July 28, noon through July 31, noon.

Eligibility:

A Junior Counselor must be a former camper who has a good record with the Virginia Tech Foreign Language Camps. He/She must also have 3-4 years or more of Foreign Language study, and must be at least 17 years of age.

Application:

Submit a Staff Application, available from:

> Judy Shrum, Camp Director
> Virginia Tech Foreign Language Camps
> Department of Foreign Languages
> Blacksburg, VA 24061

Junior Counselors <u>are</u> <u>not</u> required to pay the $40 administrative fee.

wpc*slfcFMJ2

Appendix J

THIRD ANNUAL FOREIGN LANGUAGE CAMPS AT VIRGINIA TECH - 1983

HOW TO APPLY

Send the following application materials to the address below if you are a:

Teacher:

1. a completed Staff Application Form;
2. $40 processing fee.

Student applying for a Financial Need Scholarship:

1. a completed Camper Application;
2. a transcript of high school grades;
3. a completed FAF (Financial Assistance Form) available from your Guidance Counselor;
4. a letter of recommendation from a foreign language teacher of your principal explaining why you need and will benefit from a scholarship.

Student applying for a Reward/Incentive Scholarship:

1. a completed Camper Application;
2. a transcript of high school grades;
3. a letter of recommendation from a foreign language teacher or your principal explaining why you should be rewarded for excellence in foreign language study.

ALL APPLICATION MATERIALS SHOULD BE RETURNED TOGETHER BY APRIL 1 TO:

FL Camps
Dept. of Foreign Languages & Literatures
Virginia Tech
Blacksburg, VA 24061

Note: Send the FAF (Financial Assistance Form) to the above address. DO NOT SEND IT TO The College Scholarship Service.

wpc*sflcFMJ1

A LAND-GRANT UNIVERSITY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

College of Arts and Sciences
Department of Foreign Languages and Literatures

Blacksburg, Virginia 24061

January 20, 1983

Dear Parent(s):

The Department of Foreign Languages and Literatures at Virginia Tech is organizing one-week Foreign Language Camps (French, German, and Spanish) to be held on the Blacksburg campus from July 31 to August 7 and we would like to invite your children (ages 13 to 17) to attend.

We will provide a structured program of activities, sports, conversation groups, films, games, friendship and supervision in French, German, and Spanish that will be designed to help campers develop their fluency in the foreign language naturally and informally. Our staff will include university faculty, experienced high school teachers, foreign language students from Virginia Tech, and native speakers in all three languages. Our goal will be to encourage campers to use the foreign language to the maximum in an immersion environment much like they would experience were they to actually visit a country where the language is spoken.

Eligibility is open to students between the ages of 13 and 17, who have the equivalent of one year's study of a foreign language and who are recommended by a foreign language teacher. The total cost is $150 and includes room, board, instruction, materials, insurance, and a tee-shirt. All your son or daughter will need is transportation to and from the camp and some pocket money ($10 to $15).

The Department of Foreign Languages and Literatures will offer a limited number of scholarships in the amount of $100 for students who have demonstrated excellence in foreign language study and for students who demonstrate a need for financial assistance. Your child's foreign language teacher can provide information about application procedures for the scholarships.

Our space is limited to approximately thirty campers per language, and there has already been a great deal of interest shown by parents, teachers and students around the state. So, if you are interested in enrolling your son or daughter, please fill out the appropriate application form, enclose a $50 deposit (or the whole $150) and return it to us as soon as possible, but no later than April 1. Upon receipt of your application and deposit, we will send you detailed instructions concerning camp schedules, medical forms, roommate selection, bedding and clothing needed, etc.

If you have any questions or just want more information, please feel free to write me or to telephone me (703-961-5537 or 703-961-5361), and I will be happy to help.

Sincerely,

Judith L. Shrum
Camp Director

JLS/lag

A LAND-GRANT UNIVERSITY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
College of Arts and Sciences
Department of Foreign Languages and Literatures
Blacksburg, Virginia 24061

Dear

I am delighted that you will be working with the 1983 Foreign Language Camps at Virginia Tech.

As you know, you will receive three in-service non-college credits for you training experience in the Camps. I've enclosed the form you will need to send to your school division to apply for your credit. Before June 15, you must send this form and my cover letter to the person in your school division who handles in-service non-college credit for recertification. This person will then send the form to the Virginia Department of Education which will assign a course number and approve your credit. Credit was approved for last year's camp, so we anticipate no difficulties in approval. Please let me know if you have any problems in this area.

As you read in in-service credit application form, you'll probably decide that it looks like you'll be very busy while you're here at the Camps. We hope you'll learn a great deal and grow as a teacher, as a speaker of French, German, or Spanish, and as a person who works with youngsters. You will receive free room and board beginning with the evening meal on July 28 through breakfast on August 7. You will share a room in Slusher Tower with another counselor. We'd like for you to direct or codirect a conversation group, and two activity sessions per day and participate in other activity groups, sports sessions and movie/slide/videotape shows.

You should plan to arrive on campus and report to Slusher Tower on Thursday, July 28 anytime between 1-2:00 p.m. We will have our first get-acquainted meeting at 3:00 p.m. on Thursday, July 28 in Slusher Tower, followed by dinner, then another planning session that evening. I have enclosed a campus map for your convenience.

As a camp counselor, you'll be working with native speakers, other teachers, Tech students and faculty in planning camp events. We want the Camp to be an expression of the creativity of its counselors and its students. Based on your staff application, we have assigned the principal activity listed below to you. You are responsible for directing this activity, and by June 15 you should send me the following:

1) a day-by-day plan for this activity; 2) a list of supplies you will need based on 1 student in the group (I will multiply by the number in the group); 3) all materials you will need to have typed or copied. I will purchase supplies for you

(p1)lfc

unless there are some items you prefer to get because of limited availability. Please save receipts if you purchase anything. I can only reimburse you if you have receipts. We will provide copying service, markers, tape, posterboard, etc.

I have enclosed a list of Camp Staff responsibilities so that you can see the names of folks with whom you will be working. I have also enclosed the addresses of all Camp Staff members for car pool and other communication purposes.

I've enclosed all the materials that have been sent to student campers for your information. By June 15 please return the Medical Form and your 440.00 administrative fee (checks payable to Treasurer, Foreign Language Camps), if you have not already done so.

I've tried to cover every question you might have but I'm sure I've forgotten something. Please call me or write if you have any questions. Office: 703/961-5537 (Tues. 3:30-4:30 p.m.); 703/961-5361 (8-5 for messages); 703/961-5537 (8-5 for messages); Home: 703/552-5922 (after 9:00 p.m.).

See you in July!

Cordially,

Judy Shrum
Camp Director

lfc(p2)

I. Principal Activity: _____ Budget: _____

II. Secondary Activity: _____

III. Third Activity: _____

Enclosures:
- Campus Map
- Staff Address List
- Staff Responsibility List
- Camper Materials
- In-Service Cover Letter
- In-Service Application
- Medical Form (return by June 15)

A LAND-GRANT UNIVERSITY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

Department of Foreign Languages and Literatures (703)961-5361

Date

Name

Dear

I am happy to inform you that you have been selected to work with the Camp at Virginia Tech, July 28 - August 7. Campers will arrive July 31, but you should arrive by noon on the 28th for planning sessions. Extensive details about which activities you will be working with will be mailed to you by May 1. In the meantime, mark the dates on your calendar, and know I'm looking forward to working with you.

Cordially,

Judy Shrum
Camp Director

lfa

A LAND-GRANT UNIVERSITY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

Department of Foreign Languages and Literatures (703)961-5361

Date

Name

Dear

Thank you for applying for a Reward/Incentive Scholarship to the Foreign Language Camps at Virginia Tech. Your credentials were very fine and represent high academic achievement in foreign language study. We are proud of you for your accomplishments. The selection of scholarship recipients was a difficult task because so many were so good.

Even though you are not a scholar recipient, we hope you will still attend the Camps. Please let us know if you will attend by returning your Medical Form, Individual Interest Form and the remaining Camp fee by June 1. If you cannot attend, please advise us as soon as possible.

Again, congratulations on your fine work.

See you in July,

Judy Shrum
Camp Director

lez

A LAND-GRANT UNIVERSITY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

College of Arts and Sciences
Department of Foreign Languages and Literatures (703)961-5361

Date

Dear Junior Counselor

Enclosed is a list of camp staff for your use in planning activities, carpooling to camp, etc. I have also enclosed a campus map, information that was mailed to campers, and a camp staff responsibilities list. As per my last letter to you, you should plan to participate most heavily in the area marked I next to your name. Your attendance and participation in the other areas (II and III) as well will contribute to the success of the Camps.

You should have the enclosed Medical Form completed and return it to me by June 15.

You should report to Slusher Tower between 12:00 and 2:00 p.m. on July 28. Our first staff meeting will be July 28 at 3:00 p.m. in Slusher. I'm looking forward to seeing you then.

Cordially,

Judy Shrum
Camp Director

lfd

Enclosures: Camper Information
Campus Map
Staff List
Staff Responsibility List
Medical Form

A LAND-GRANT UNIVERSITY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

College of Arts and Sciences
Department of Foreign Languages and Literatures (703)961-5361

Date

address

Dear

Thank you for your application to work as a staff member in the 1983 Foreign Language Camps. I am sorry to inform you that we are unable to employ you at this time. It would be wonderful if we had sufficient funding to employ all of the fine applicants. Your application will remain on file in case there is a cancellation among personnel.

I hope you will accept my invitation to visit with the campers and staff during the week of July 31 - August 7. You will be a most welcome guest! The campers will all live in Slusher Tower and most activities will be held there.

Again, thank you for your application and best wishes for a successful summer.

Cordially,

Judy Shrum
Camp Directur

lfe

A LAND-GRANT UNIVERSITY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

College of Arts and Sciences
Department of Foreign Languages and Literatures

Blacksburg, Virginia 24061

Dear

I am very glad you have agreed to serve as a native speaker during the Foreign Language Camps, 1983. I think you will find the experience exciting, exhausting, and highly rewarding. The Camps will be approximately 130-140 students: nearly 70 in French, about 65 in Spanish, and about 15 in German. Most students will have had 1 or 2 years of language study, but some will have had 3, 4 or 5 years. You will be expected to direct or codirect a daily conversation group, direct one activity group, and participate in two others. Based on your staff application and the needs of the Camps, we'd like for you to take principal responsibility for the area marked I at the end of this letter. For your principal activity, you should take charge of planning and directing it, though you will have some assistance, as you can see from the enclosed staff responsibility list. By June 15, you should send me the following: 1) a day-by-day plan for this activity; 2) a list of supplies you will need based on 1 student in the group (I will multiply by the number of students in the group); 3) all materials you will need to have typed or copied. I will purchase supplies for you unless there are some items you prefer to get because of limited availability. Please save receipts if you purchase anything; I can only reimburse you if you have receipts. We will provide copying service, tape, markers, posterboard, etc.

I've also enclosed all materials sent to campers for your information. You should plan to arrive at Slusher Tower at 3:00 p.m. on July 28 for the first staff meeting.

If you have any questions, please call me at 703/961-5537 (Tues., 3:30-4:30); or 703/961-5537 (8-5 daily for messages); or 703/961-5361 (8-5 daily for messages). I'm looking forward to seeing you in July.

Cordially,

Judy Shrum
Camp Director

Activity I: _____ Budget: _____

(p1)lfb

Activity II: _____

Activity III: _____

(p2)lfb

Enclosures: Campus Map
Camper Information
Staff List
Staff Responsibility List

A LAND-GRANT UNIVERSITY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

Department of Foreign Languages and Literatures (703)961-5361

Date

Name

Dear

Congratulations! You have been selected as a recipient of a Financial Need Scholarship to the Foreign Language Camps at Virignia Tech, July 31 - August 7, 1983. The award is in recognition of your interest and enthusiasm in foreign languages. We believe that you will contribute greatly to the Camp and also benefit from the experience.

As you know, the cost of the Camps is $150.00. The amount of the scholarship is $100.00, and we will simply deduct the amount of your scholarship from the $150.00 camp cost. According to our records your camp account is:

Deposit	$50.00
Fee	$100.00 paid by scholarship
Total	$150.00

We are looking forward to meeting you in July.

Sincerely,

Herman K. Doswald
Head

Judy Shrum
Camp Director

ley

USEFUL GERMAN EXPRESSIONS

Bitte. Danke. Bitte.	Please. Thank you. You're welcome.
Vielen Dank.	Thank you very much.
Sprechen Sie Englisch?	Do you speak English?
Ich spreche nur wenig Englisch.	I only speak a little English.
Wie sagt man das auf deutsch?	How does one say that in German?
Woher kommen Sie?	Where are you from?
Ich komme aus Lynchburg.	I'm from Lynchburg.
Schreiben Sie es auf, bitte.	Write it down, please.
Was wunschen Sie?	What do you want?
Bitte, sprechen Sie langsam.	Please speak slowly.
Da kommt er (sie).	There he (she) comes.
Wie, bitte?	What did you say?
Bitte, warten Sie einen Augenblick.	Please wait a moment.
Verzeihung. Es tut mir leid.	Excuse me, I'm sorry.
Bitte?	I beg your pardon?
Wer? Was?	Who? What?
Wann? Warum?	When? Why?
Wie? Wie lange?	How? How long?
Eingang. Ausgang.	Entrance. Exit
Damentoilette. Herrentoilette.	Ladies' Room. Men's Room.
Wozu ist das?	What is that for?
Hier. Da.	Here. There
Bald. Spater. Fruh.	Soon. Later. Early.
Langsam, langsamer. Schell, schneller.	Slow, slower. Fast, faster.
Hilfe! Feuer!	Help! Fire!
Was bedeutet ___ auf englisch?	What does ___ mean in English?
Vorsicht!	Look out!
Zimmergenosse/-genossin.	Roommate (male/female)

wpc*sflcFML2

USEFUL SPANISH EXPRESSIONS

Por favor. Gracias. De nada.	Please. Thank you. You're welcome.
Muchas gracias	Thank you very much.
Hablas ingles?	Do you speak English?
Hablo solo un poco de ingles.	I only speak a little English.
Como se dice en espanol?	How does one say that in Spanish?
De donde es Ud.?	Where are you from?
Soy de Lynchburg.	I'm from Lynchburg.
Escribalo, por favor.	Write it down, please.
Que quiere Ud.?	What do you want?
Hable despacio, por favor.	Please speak slowly.
Aqui viene.	There he (she) comes.
Como?	What did you say?
Por favor, espere un momento.	Please wait a moment.
Perdoname. Lo siento.	Excuse me, I'm sorry.
Como?	I beg your pardon?
Quien? Que?	Who? What?
Cuando? Por que?	When? Why?
Como? Por cuanto tiempo?	How? How long?
Entrada. Salida.	Entrance. Exit
Damas. Caballeros.	Ladies' Room. Men's Room.
Para que se sirve?	What is that for?
Aqui or aca. Alli or alla.	Here. There
Pronto. Mas tarde. Temprano.	Soon. Later. Early.
Despacio, mas despacio. Rapido, mas rapido.	Slow, slower. Fast, faster.
Socorro! Incendio!	Help! Fire!
Que quiere decir ___ en ingles?	What does ___ mean in English?
Cuidado!	Look out!
Companero(-a) de cuarto.	Roommate (male/female)

wpc*sflcFML1

USEFUL FRENCH EXPRESSIONS

S'il vous plait. Merci. De rien.	Please. Thank you. You're welcome.
Merci beaucoup.	Thank you very much.
Parlez-vous anglais?	Do you speak English?
Je ne parle qu'un peu d'anglais.	I speak only a little English.
Comment dit-on ca en francais?	How does one say that in French?
D'ou venez-vous?	Where are you from?
Je suis de Lynchburg.	I'm from Lynchburg.
Ecrivez-le, s'il vous plait.	Write it down, please.
Qu'est-ce que vous voulez?	What do you want?
Parlez lentement, s'il vous plait.	Please speak slowly.
Le (la) voila.	There he (she) comes.
Comment?	What did you say?
Attendez un moment, s'il vous plait.	Please wait a moment.
Excusez-moi. Je regrette.	Excuse me, I'm sorry.
Pardon?	I beg you pardon?
Qui? Quoi?	Who? What?
Comment? Pour combien de temps?	How? How long?
Entree. Sortie.	Entrance. Exit
Les toilettes.	Ladies' Room. Men's Room.
Ca sert a quoi?	What is that for?
Voici (ici). Voila (la).	Here. There
Bientot. Plus tard. Tot.	Soon. Later. Early.
Lentement, plus lentement, Vite, plus vite.	Slow, slower. Fast, faster.
Au secours. Incendie.	Help! Fire!
Qu'est-ce que ___ veut dire?	What does ___ mean in English?
Attention!	Look out!
Camarade de chambre.	Roommate (male/female)

wpc*sflcFML3

Appendix L

WHAT TO BRING

It is recommended that campers bring the following:

bath towels
wash cloths

blanket

active sporty-type clothes

swimsuit

tennis rackets and other personal athletic equipment

shoes for tennis, hiking, etc.

suntan lotion

musical instruments (these can be safely stored when you aren't using them)

raingear

Notebook, pencils, pens

French, German, and/or Spanish dictionary

toilet articles

small fan (optional since the weather is generally pleasant, but since the dorm is not air-conditioned, it might be nice)

sweater (it gets cool in the evenings here in the mountains)

a costume for your foreign language if you have one or can put one together inexpensively

Radios, record players, and tape players are optional but permissable. The camp, however, cannot be responsible for these items or any other personal items. All clothing and equipment, including shoes and athletic equipment, should be cleary marked in order to return any items left at the end of camp.

SPENDING MONEY

We do not advise that you send more than $15-20 of spending money. All meals are provided and the above amount should provide for snacks and incidental purchases.

DON'T BRING

TV sets

Cars

wpc*sflcFML

Appendix L

HISTORY AND PHYSICAL EXAMINATION FORM

RETURN BY JUNE 1 TO: Virginia Tech Foreign Language Camps
Department of Foreign Languages
Virginia Polytechnic Institute & State University
Blacksburg, VA 24061

(This page to be filled in and signed by parent and checked with physician at time of examination.)

NAME _____ Birth date _____ Sex _____ Age _____
First Middle Last

ADDRESS _____
Street City State Zip Code

HOME PHONE _____ OFFICE PHONE _____
area code number area code number

IF NOT AVAILABLE IN AN EMERGENCY, NOTIFY:
1. Name: _____ Phone: _____ Relationship: _____
2. Name: _____ Phone: _____ Relationship: _____

HEALTH HISTORY: (check giving approximate date)

	Allergies	
Ear Infection _____	Hay Fever _____	Chicken Pox _____
Rheumatic Fever _____	Ivy Poisoning _____	Measles _____
Convulsions _____	Insect Stings _____	German Meas. _____
Diabetes _____	Penicillin _____	Mumps _____
Behavior _____	Other Drugs _____	Asthma _____

Operations or Serious Injuries (Dates): _____

Chronic or Recurring Illness: _____

Other Diseases or Details of Above: _____

Any specific activities to be encouraged _____
Any specific activities to be discouraged _____

IMPORTANT
PLease notify the camp if this camper is exposed to to any communicable disease during the three weeks prior to camp attenance.

SUGGESTIONS FROM PARENTS
_____
_____
_____
_____

Date _____

PARENTS AUTHORIZATION
This health history is correct so far as I know and the person herein described has permission to engage in all prescribed camp activities except as noted by me and examining physician.

In the event that I cannot be reached in an EMERGENCY, I hereby give my permission to the physician selected by the Camp Director to hospitalize, secure proper treatment for and to order injections, anesthesia, or surgery for my child as named above.

Signature _____

(p1)wpc*sflcFML5

IMMUNIZATION HISTORY

Required immunizations must be determined locally. This is a record of dates of basic immunization and most recent booster doses.

DPT Series _____ Booster _____ Tetanus Booster _____
Polio OPV (Sabin) _____ Booster _____ Typhoid _____
Measles Vaccine (Live) _____ Mumps Vaccine (Live) _____
German Measles (Rubella) _____ Tuberculin Test _____
Smallpox _____ Other _____

MEDICAL EXAMINATION (to be filled out by licensed physician)

This examination should be performed within six months of arrival at camp. Examination for some other purpose within this time period is acceptable. Examination is for determining fitness to engage in strenuous activities. Please do not ask us to use last year's medical form as this must be completed within six months of arrival at camp this year.

Code: S-SATISFACTORY X-NOT SATISFACTORY (EXPLAIN) 0-NOT EXAMINED
Height _____ Weight _____ B.P. _____ H.G.B. Test ___ Urinalysis _____
Eyes _____ Extremities _____
Glasses
Posture _____
Ears _____ Skin _____
Nose _____ Allergy: Please Specify:
Throat _____ _____
Teeth _____ _____
Heart _____ General Appraisal:
Lungs _____ _____
Abdomen _____ _____
Hernia _____ _____

RECOMMENDATIONS AND RESTRICTIONS WHILE IN CAMP:

Special Diet _____
Special Medicine (Name) _____ Is parent sending it? _____
Swimming, Diving _____
Strenuous Activity _____
Other _____
_____
_____
_____

I have examined the person herein described and have reviewed his or her health history. It is my opinion that he or she is physically able to engage in camp activities except as noted above.

_____ M.D.

Address _____
_____
_____

Phone _____
Date _____

(p2)wpc*sflcFML5

Appendix L

INDIVIDUAL FORM

Girl _____ Language _____

Boy _____ Years Studied _____

Name _____ Nickname _____

Mailing Address _____

_____

Phone number _____

T-shirt size (please circle) S M L XL (adult)

School grade entering this fall _____

Birthday _____ Age as of July 1, 1983 _____

Roommate preference _____
(roommate selection cannot be guaranteed)

Activity Selection
Please mark the two activities you would most like to participate in with a 1 and a 2. Mark other activities that you are intersted in with INT.

___ Folk Singing
___ Folk Dancing
___ Cooking
___ Arts & Crafts
___ Newspaper
___ Dramatics
___ Microcomputers
___ Sports
___ Active Games
___ Quiet Games
___ Hiking
___ Other (please specify) _____

_____

Comments: Anything in particular that you would like to do? To accomplish? To have us know about in advance?

_____

_____

_____

Return by June 1 to:

FL Camp
Dept. of For. Langs.
Virginia Tech
Blacksburg, VA 24061

wpc*sflcFML6

Appendix L

Foreign Language Camps
At Virginia Tech

Sunday, July 31, 1983 -- Opening Day

12:00 noon - 2:00 p.m.	Arrival and Check-In, Slusher Tower Main Lobby
2:00 - 2:30 p.m.	Staff Introduction, Remarks
2:30 p.m.	Parents depart
2:30 - 3:30 p.m.	Campus Tours -- depart Slusher Tower Lobby Main Lobby
3:30 - 5:00 p.m.	Ice-Breakers, Scavenger Hunt
5:00 - 6:00 p.m.	Dinner -- Dietrick Dining Hall
6:00 - 8:00 p.m.	Settling-in Time
8:00 - 10:00 p.m.	Orientation, Scheduling
11:00 p.m.	Curfew

wpc*sflcFML4

FOREIGN LANGUAGE CAMPS
Virginia Tech
1983
Budget

Principal Invetigator/Director -

Judith L. Shrum

EXPENSES

1100 Personal Services

1145 Wages

J. L. Shrum ($21,100 x 7.5%)		$ 1,583.00
Native speakers (8 @ $200 ea.)		1,600.00
1180 Fringe Benefits		
J. L. Shrum ($1583 x .05)		80.00
1200 Contractual Services		
1268 Skilled Services		
Housing (130 Campers @ $4.75/day x 6 days =	$4,223.00 or	
12 adults @ $8.50/day x 10 days =	1,020.00	
Housing Subtotal)	$5,243.00	
Food (130 campers x 6 days @ $7.35 =	$5,733.00	
130 campers x dinner 7/31 @ $2.45	318.50	
130 campers x breakfast 8/7 @ $2.45 =	318.50	
Food Subtotal	$6,370.00)	
(20 adults x 9 days @ $8.50/day =	$1,530.00	
20 adults x dinner 7/28 @ $3.45 =	69.00	
20 adults x breakfast 8/7 @ $2.45 =	49.00	
Food Subtotal	$1,648.00	
Food Total	$8,018.00	
Food & Housing Total		13,261.00
Miscellaneous meals for staff and guests		300.00
Breakage and loss fees		200.00
Computer time (45 campers x 2 hrs ea @ $2.25/hr)		203.00
1210 Communication Services		
1214 Postal Services		175.00
Telephone		100.00

(p1)wpc*sflcFMM

1280 Travel -		
Field trip (Hiking - 3 vans, 15 passengers @ $20/day)		60.00
1300 Supplies and Materials		
1312 Office Supplies (International Supplies)		120.00
1313 Stationary (Diplomae, Nametags, prizes)		150.00
1341 Laboratory Supplies (Software, Dancing)		200.00
1362 Food and Dietary Supplies ($75 per language for cooking, candy to sell)		425.00
1372 Architectural and Engineering Supplies (Awards)		180.00
1374 Educational Supplies (Games)		150.00
T-shirts		1,080.00
1400 Transfer Payments		
1425 Undergraduate scholarships		1,000.00
1500 Continuous Charges		
1534 Equipment rentals (films, etc. @ $175 per language)		525.00
1557 General liability insurance		260.00
	TOTAL	$21,552.00
INCOME		
Balance from 1982 Camps		$ 612.00
130 Campers @ $150.00		19,500.00
6 Teachers @ $40.00		240.00
Candy Sales		200.00
Transfer from Educational Foundation for Scholarships		1,000.00
	TOTAL	$21,552.00
	Balance	0.

(p2)wpc*sflcFMM